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ABSTRACT

The Developmental Teacher Model, a resource teacher model used in Ontario, Canada, by the Dufferin-Peel Roman Catholic Separate School Board, employs a special education team responsible for educational assessment, consultation with other teachers, direct withdrawal services to some students, and support to integrated students from contained classes. Developmental teachers, who need high level communication skills, have helped reduce the waiting time between referral and placement in the Dufferin-Peel school system of students who cannot achieve their potential in the general education program. Developmental teachers participate in inservice based on an andragogical approach, a discovery learning process patterned after great teachers such as Jesus, Socrates, etc. who helped adults learn by asking questions and discussing thoughts, beliefs, and ideas. Distinctions are drawn between the andragogical (self directed) and the pedogogical (teacher directed) approach to inservice. Developmental Teachers may also request individual inservice based on needs. The group interaction has produced a pool of human resources which has had a significant impact on the 10 elementary and 2 secondary schools involved. Working as members of the school team, Developmental Teachers work with a good deal of freedom and with a wide range of student exceptionalities. (CL)

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SPECIAL EDUCATION RESOURCE TEACHER, TEAM FACILITATOR AND IN-SCHOOL CONSULTANT: A Successful In-Service/ Resource Teacher Model.

Presented to:

Council for Exceptional Children
61st Annual Convention
April 6, 1983
Detroit, Michigan

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CONTENTS

	Page No.
DEVELOPMENTAL TEACHER MODEL	1
PHILOSOPHY AND STRUCTURE OF THE DUFFERIN-PEEL BOARD	2
Philisophy	2
Board Structure	3
Reasons for Success	5
ANDRAGOGICAL METHOD OF IN-SERIVCE	6
Description	6
Underlying Assumptions	7
Element	8
Principles	8
Content of the In-Service	11
Attendance	11
OTHER METHODS USED FOR IN-SERVICE	12
POOLED RESOURCE	13
The Interschool Network	14
Problems in The Model	14
STRUCTURE WITHIN THE SCHOOL	16
Team Functioning and Referral Process	17
Other Tasks	19
Additional Responsibilities	20
Factors That Reduce the Success Rate of Classroom Programs	21
Classification of The Resource Room	21
SUMMARY	23

The resource teacher model, known as the Developmental Teacher Model, is a successful program carried out by The Dufferin-Peel Roman Catholic Separate School Board that serves two counties west of Toronto. It was initiated by Trester and Legroix in the mid-seventies and has expanded at an accelerating rate from seven units in 1975 to 70 program units in 1983. And, because every child has universal access to an appropriate education as a result of the ammendment to The Education Act for the Province of Ontario in 1980, the number of units is proposed[1] to increase to 116 by 1985. Teachers of these units

> operate within the schools. They are key members of the special education team at that level providing,
>
> i) - educational assessment of students
>
> - programs and materials for classroom teachers
>
> - consultation to classroom teachers and other special education teachers
>
> - direct withdrawal service to some students
>
> - support to integrated students (from contained classes).
>
> ii) At times and in various ways, they deal with most exceptionalities especially in main-streaming situations.
>
> Source: The Dufferin-Peel Plan, 1982.

They are qualified special education teachers who coordinate resource programs for a school population of about 37,500. Of these,

12% are considered exceptional,

- 4% taught in a variety of designated classes
- 8% served by Developmental teachers.

In 1982, the average resource teacher/pupil ratio was 1:42[2] and the numbers range from 20 to 110 pupils. Generally speaking, the greater the number of students withdrawn for individual programs, the fewer the total number served in the school.

The current trend is to teach regular and many exceptional children in their homerooms where their teachers and peers are maximally involved in delivery of service. This notion is similar to the "least restrictive environment" proposed in 1975 by PL 94-142 The Education Act for All Handicapped Children Act (1975).

PHILOSOPHY AND STRUCTURE OF THE DUFFERIN-PEEL BOARD

Philosophy

The orientation taken by this board states that "we believe in the individual worth of all of our students as children of God and citizens in a democratic society."[2] However, Reilly (1982), the senior author of The Dufferin-Peel Plan, insists that "there is injustice in the equal treatment of unequals."

As a consequence, modifications of regular homeroom programs are designed for individual students who do not achieve their potential in the general education program. A full range of delivery styles is necessary with an emphasis on placing the student, within that range, in the most open regular setting which truly meets his needs.[2] The Developmental Teacher is

responsible for helping regular teachers modify their programs to accommodate these children.

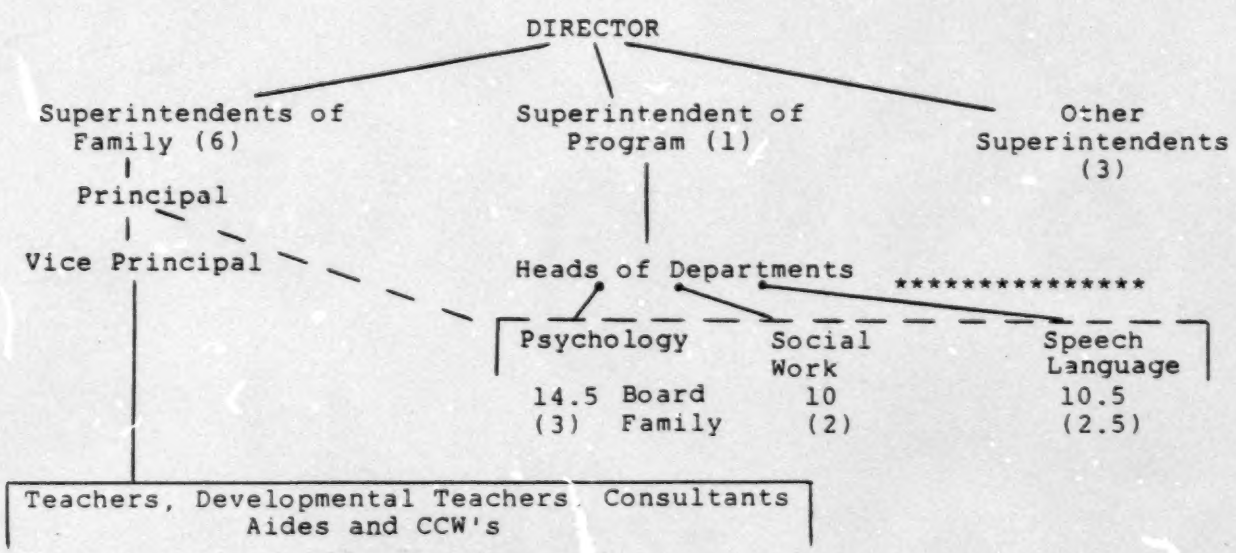
The Dufferin-Peel Board offers a range of styles similar to those cited by Reynolds (1973) in The Cascade System.[3] The Developmental Teachers provide instruction for programs comparable to levels two and three in that model.

Board Structure

The authority structure and the placement of the Developmental Teachers in the hierarchy are presented in Figure 1. They have the same rank as regular teachers and consultants. They are paid $1,400 more than teachers; the consultants are paid $2,550 above the salary grid according to the Teachers' Salary Agreement 1982 - 1983.

FIGURE 1.

STRUCTURE OF THE DUFFERIN-PEEL BOARD



* Curriculum Coordinators

Needless to say, in a situation in which Developmental Teachers have the same rank as teachers, it is critical for senior administrators, principals and vice principals to be supportive (which they are) and to provide authority for implementation of all aspects of the model.

A corollary to this is that the Developmental Teachers must quickly establish credibility among their colleagues by being highly visible and successful in the role. To accomplish this Robinson and Brosh (1980) suggest that effective communication skills are essential. Bauer (1975) states that they must demonstrate a working knowledge of individuals and systems. Sabatino (1972) gives assessment a high priority and Swanson and Burkett (1978) place appropriate programming near the top of the list of required skills.

Working in what McLoughlin and Ross (1978) call a high-contact role, Developmental Teachers, in this Board, earn the status of resident consultant when they are perceived as a person who facilitates the assessment/programming/placement process for students who have problems in school. The time lag - from referral to initial contact with a student - has been reduced to an average of two weeks for Developmental Teachers and 4.5 weeks[2] for special services staff. One of the main reasons for the shortened waiting period is that "decisions are made as close as practicable to the teacher, parent and student."[2] The resource teacher plays a major role in this process.

Reasons For Success

At the Family of schools level[4] a strong Developmental Teacher network has evolved primarily because it was established on a basis of need. When Trester and Legroix initiated the model they had two concerns.

1. Children were not developmentally ready to benefit from graded academic and social curriculum/program yet did not require placement in contained classes, and,

2. in-service was needed for the teachers who were teaching these children and assisting regular class teachers in coping with them in the mainstream.

Secondly, the special services staff endorse(d) the model because Developmental Teachers were able to provide for them a wealth of background information for individual cases. They also acquired skills for translating abstract diagnostic data into concrete programs. A mutual respect has grown and flourished owing to the impact that the combined efforts have had on schools. The time lag for delivery of program has noticeably decreased and instruction has improved because educational plans state objectives which are to be met within a specified time.

Thirdly, to add to the initial impetus, the Director of Education and Superintendent(s) have been providing personal leadership and monitoring the model closely. They have allocated one half day per month for in-service with a consultant during school time. In her research on the W6 Model[5] of assessment Crealock (1982) also supports the idea of half day in-service during school time. The idea is successful in this Board because

resource teachers are not responsible for a class of students as such. They may schedule their timetables around the meetings. Although extended amounts of time for professional development are under attack by parents and teachers alike, there has been no move to reduce the time given to Developmental Teachers.

Finally, incredible gains have been made because of the success of the Andragogical model of in-service which has been an integral part of the plan from the beginning.

ANDRAGOGICAL METHOD OF IN-SERVICE

Description

Andragogy is a discovery learning process patterned after great teachers such as Confusius, Jesus, Socrates, Aristotle and Euclid. They helped adults to learn by asking questions, solving problems, and discussing thoughts, beliefs, and ideas. The focus is on the learners, i.e. the Developmental Teachers, who are actively involved in the pursuit of the knowledge they need to solve problems that arise in their schools.

In this model the consultant for the Family of schools may not impose ideas or policies. The role carries specific responsibilities which include being,

1. what Myers and Myers (1973) call an effective group participant,
2. an observer of the interactions on process similar to that described by Bales (1950), and,
3. a facilitator who maintains a suitable climate for learning.

Knowles (1975) believes that characteristics such as informality, mutual respect, physical comfort, openness, trust and curiosity help to provide that climate for the learners.

Andragogy was brought back into vogue during the seventies by Knowles (1975), Pine and Horne (1969) and other social work researchers who needed an effective educational process to train people in field-work who have little or no education in social work.

The word Andragogy comes from Greek,

- aner - man (as opposed to boy derived from paid in the word pedagogy) and
- agogus - a guide.

Andragogy is defined as the art of science of helping adults learn.

Assumptions Underlying The Andragogical Model

1. The self concept of the learner changes from dependency upon the teacher (pedagogy) to one of increasing self-direction.
2. The learner's experience becomes a rich resource for learning.
3. Readiness to learn develops from problems that emerge from life roles e.g. the Developemental Teacher role.
4. Orientation to learning is problem centred, i.e., directly related
   a) to the needs of students and teachers within the school and
   b) to the stage of professional development of individual resource teachers themselves.
5. Motivation is based on natural curiosity.

Source: Knowles, 1972.

Elements of The Andragogical Process

Seven elements should be present in the In-Service process (Knowles, 1975). They are,

1. setting the climate,
2. mutual planning,
3. diagnosing needs,
4. formulating program objectives,
5. planning a sequential design of learning activities,
6. conducting learning experiences,
7. evaluating learning.

Principles of Learning

Pine and Horne (1969) list several principles of learning for successful adult education.

Learning is,

1. an experience which occurs inside the learner and is activated and controlled by the learner,
2. the discovery of the personal meaning and relevance of ideas,
3. behavioural change - a consequence of experience,
4. accepting a difference of opinion but not requiring agreement,
5. recognizing people's rights to make mistakes when they try the unknown,
6. tolerating ambiguity and taking time to explore many solutions,
7. cooperative evaluation with emphasis on self-evaluation,

8. encouraging openness of self in an environment free from threat or penalty,

9. placing value on individuality and on one's own judgement,

10. permitting free and open communication,

11. making the learner feel accepted as s/he is, and feel free to change when change is not imposed.

To summarize, the interaction takes place in an informal setting that is physically and psychologicaly comfortable yet challenging and stimulating.

A COMPARISON OF ASSUMPTIONS AND PROCESSES OF TEACHER-DIRECTED (PEDAGOGICAL) LEARNING AND SELF-DIRECTED (ANDRAGOGICAL) LEARNING

(Please read as poles on a spectrum, not as black-and-white differences) by Malcolm S. Knowles, Department of Adult and Community College Education, North Carolina State University, January 1975.

ASSUMPTIONS

About	PEDAGOGICAL Teacher-Directed Learning	ANDRAGOGICAL Self-Directed Learning
Concept of the Learner	Dependent Personality	Increasingly Self-Directed Organism
Role of Learners Experience	To be Built on more than used	A rich Resource for Learning
Readiness to Learn	Varies with levels of maturation	Develops from Life Tasks & Problems
Orientation to Learning	Subject-Centered	Task or Problem Centered
Motivation	External Rewards and Punishments	Internal Incentives, Curiosity

The body of theory and practice on which teacher-directed learning is based is often given the label "Pedagogy," from the Greek words paid (meaning child) and agogus (meaning guide) -- thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "Andragogy," from the Greek word aner (meaning adult) -- thus being defined as the art and science of helping adults (or even better, maturing human beings) learn.

PROCESS ELEMENTS

Elements	PEDAGOGICAL Teacher-Directed Learning	ANDRAGOGICAL Self-Directed Learning
Climate	Formal Authority-Oriented Competitive Judgemental	Informal, mutually respectful, consensual, collaborative, supportive
Planning	Primarily by Teacher	By participative Decision-Making
Diagnosis of Needs	Primarily by Teacher	By Mutual Assessment
Setting Goals	Primarily by Teacher	By Mutual Negotiation
Designing a Learning Plan	Content Units Course Syllabus, Logical Sequence	Learning Projects Learning Content Sequenced in Terms of Readiness
Learning Activities	Transmittal Techniques, Assigned Readings	Inquiry Projects Independent Study Experimental Techniques
Evaluation	Primarily by Teacher	By Mutual Assessment of Self-Collected Evidence

Content of The In-Service Sessions

The content arises from the needs of students in the schools which are communicated by the homeroom teacher to the principal and the Developmental Teacher. If she does not have a viable solution to the problem she seeks advice from the in-service group. The reality based difficulty becomes part of an agenda. If it is a major issue, a film or guest speaker may be brought in. Otherwise it is handled in large group discussion or informally over refreshments.

When the Board initiates new special education policies and procedures the school administrators are responsible for presenting them to staff. However, the Developmental Teachers are the ones who facilitate implementation. As a result, they occasionally request clarification and interpretation as part of in-service.

The group draws up the schedule and selects agenda items by consensus. When a topic such as assessment is chosen each member contributes relevant ideas, theory and/or materials.

Attendance

Attendance by the resource teachers is optional at the choice of the principal. There is an expectation by senior administrators that they attend as many sessions as possible. Otherwise, the priviledge of meeting during school time may be taken away. Generally, attendance is 90 - 100% because the Developmental Teachers appreciate the professional development and enjoy the group activities.

OTHER METHODS USED FOR IN-SERVICE

In addition to the monthly meetings each Developmental Teacher may have individual in-service by appointment with the consultant. New resource teachers tend to be reticent; conversation usually is informal and general. As the resource teachers acquire experience they encounter difficulties in their role. These problems are recorded and become topics for the next appointment (within a month). The needs basis of individual in-service is consistent with the original purpose and Andragogical theory.

Individual in-service includes brief question/answer interaction, material displays, demonstrations of tests or teaching strategies as well as analysis and interpretation of test data. When a test is demonstrated two goals are attained - the resource teacher receives training and a student is tested for programming.

The two types of in-service are complementary. General problems are addressed in the group. Specific problems are resolved one-to-one.

Outcomes

As the Developmental Teachers continue to grow professionally and share their knowledge and skills with other staff members, they have observed that classroom teachers are acquiring expertise that was previously considered the domain of the special education teacher.

Secondly, the resource teachers' responsiblities have become

more specialized. They spend more time consulting, organizing team meetings, presenting staff in-service, providing indirect service to children and doing demonstration teaching.

Finally, through group interaction the aggregate level of professional development is increasing across the family of schools (and throughout the Board). The in-service group has become a pool of human resources.

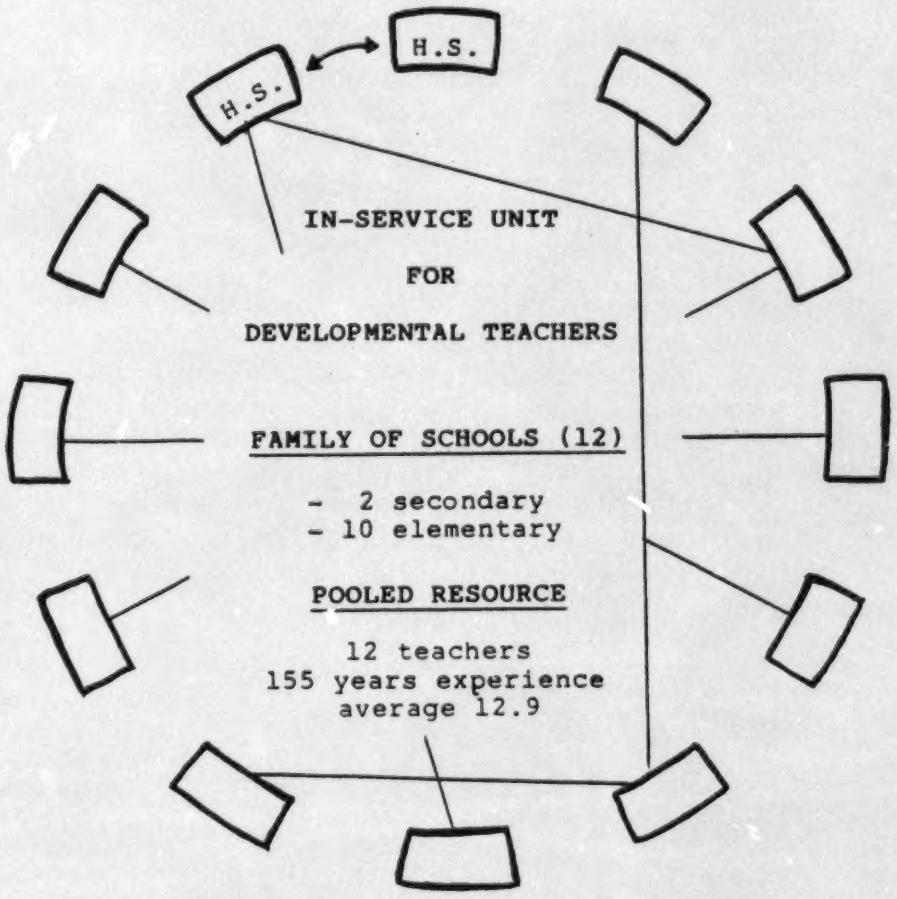


FIGURE 2.

THE BRAMPTON FAMILY OF SCHOOLS' POOLED RESOURCE MODEL (1983)

POOLED RESOURCE

The Inter-school Network

Students and classroom teachers benefit from access to this wealth of knowledge through their Developmental Teachers. Figure 2 shows the potential number of combinations for interaction among group members.

The 10 elementary schools interchange and the 2 secondary exchange with each other. Frequently, the resource teachers make private appointments in order to learn new teaching strategies and to borrow tests and materials - especially manuals. Having access to resource materials which may be shared has taken on special significance in a time when less money is available and a greater number of individual programs are needed.

The net effect of the Pooled Resource is limitless for several reasons.

1. Only teachers who are deemed above average and have considerable teaching experience as suggested by Crealock (1982) are selected. The average is 12.9 years in this family.
2. The potential in human resources for problem solving and mutual support is immeasureable.
3. Administration fosters the interaction.
4. Multi-directional communication leads to greater understanding of the delivery of service system for exceptional students.

Problems in the Model

A problem arises when new Developmental Teachers join the family. They have difficulty adjusting to the high level of competence attained by those who have had several years with

the program. It takes about a year for them to adapt to the non-authoritarian model and to become self-directed.

According to Reilly in The Dufferin-Peel Plan (1982) and Van Doninck (1983) the most workable model depends upon the needs in each school. Every school is unique in the way it operates. Consequently, each Developmental Teacher functions in a slightly different way from every one else. This problem precipitates the annual search for "the" role description - which does not exist. The Board provides guidelines but leaves the role definition to the superintendent and the schools.

A third problem becomes evident during the meetings. Group interaction occasionally breaks down and the discussion gets off track. Gradually concerned individuals are beginning to take a variety of maintenance function roles similar to those cited by Myers and Myers (1973) such as gate keeping, harmonizing and evaluating.

At the same time, there is a thrust toward reducing non-functional group behaviours. Myers and Myers (1973) put dominating, avoiding, withdrawing, etcetera, into this category. A few Developmental Teachers have requested that functional and non-functional roles be identified and labelled with a view to increasing the effectiveness of group interaction.

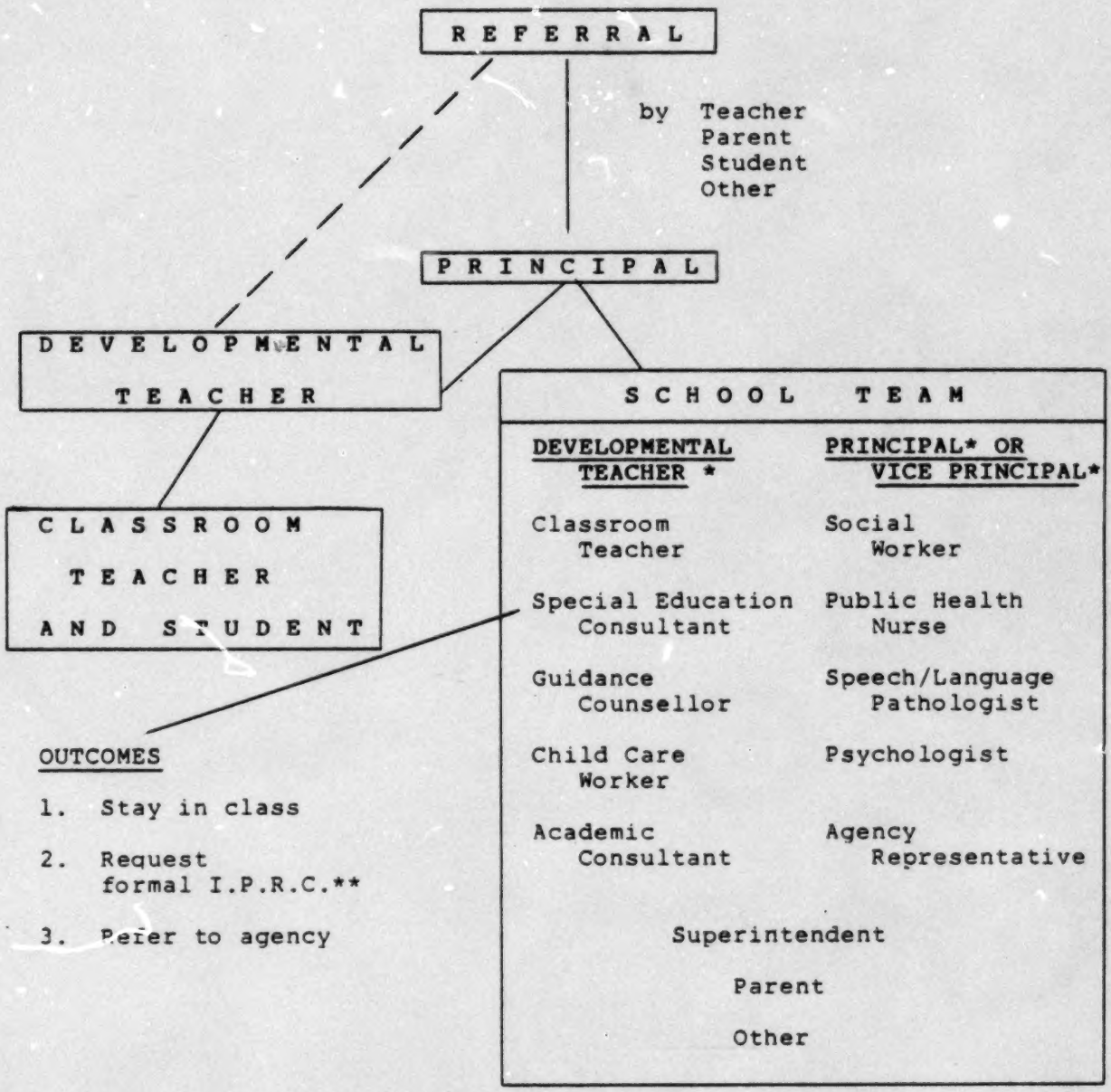
The final problem which develops in the schools, not in the group, is the workload. The number of demands made on the Developmental Teacher is greater than the number of opportunities to respond to the needs. Because of this phenomenon resource teachers

say that they feel inadequate, disorganized and frustrated. As they learn to budget time effectively and to put events into priority order, some of these feelings begin to dissipate.

Inspite of the problems the model continues to expand, to change and improve. Its dynamic quality allows the group to deal with problems and celebrate its successes.

FIGURE 3.

REFERRAL PROCESS



* Chairpersons

** Identification, Placement and Review Committee

Team Functioning

Within each school the Developmental Teacher serves as facilitator for regular meetings[6] with special services and school staff. The focus is on individual students. Figure 3 shows the structure of the team and the process from referral to delivery of a personalized program.

The team is the decision making body that decides upon procedure, staff, tasks such as assessment, interviews, and dates for feedback. Once all the data is gathered, usually within a month, it is presented to the team, analyzed, and integrated to formulate a plan of action for the student. The teaching and special services staff in this family agree with Vautour (1976) and Pfeiffer (1982) that decisions made by teams are superior to decisions made by individuals such as principals or psychologists because suggestions are vetted and evaluated by the group.

The Developmental Teacher usually does the paperwork for the team. Although the principal is responsible for team functioning, in most schools the resource teacher is the facilitator who schedules the agendas and who monitors each case as it proceeds from referral[7] to final decision.

If the program is delivered in the school the Developmental Teacher is responsible for follow-up and systematic annual review of each student as required by The Education Act RSO (1980).

As names are accumulated they are put on future agendas. They are put into priority order according to date received and/or perceived need. A specified amount of time is given to each

child to be discussed. Without specific time commitments the discussion tends to drift informally. For most discussions twenty minutes appears to be average.

Occasionally, the student referred does not require deliberation by the team. The Developmental Teacher consults with the teacher and together they plan a course of action for the student, parents and other persons directly involved.

In most schools part of the team meeting is held during school time; the other part before/after class or during the noon hour. The advantages are that a) the classroom teacher, whom Ysseldyke, Algozzine and Allen (1982) consider an essential member of the team, may frequently be available and that b) speech pathologists and psychologists may spend school hours with students.

The disadvantages are infringements on the rights of staff time and scheduling around yard supervision, etcetera. The Developmental Teacher has the unenviable task of making the team function effectively while maintaining good public relations.

On the whole, if the system is organized, if team members are compatible and if the group has a good facilitator, appropriate decisions for students are made within a short time span.

Other Tasks

Because of the age range served (junior kindergarten to intermediate grades) and the diversity of problems encountered, the responsibilities and areas of expertise of the resource teachers are varied.

The list includes,

1. observation skills,

2. consultation with - administrators
   - teachers
   - parents
   - students
   - special services staff,

3. assessment (educational) - formal/informal
   - individual/group[8],

4. diagnoses, interpretation and integration of all data,

5. delivery of program for mainstream students through a variety of methods which the resource teacher may -

   a) give to the teacher to implement,

   b) demonstrate for the teacher who may take it over,

   c) plan with the teacher to make the new program fit with the existing timetable and curriculum,

   d) teach the student in class without teacher participation for a limited time,

   e) set up tutoring with

      i) volunteers
      ii) peers
      iii) cross-age tutors
      iv) aides, etcetera

   d) withdraw the student for a predetermined number of sessions.

Additional Responsibilities

The Developmental Teachers have responsibilities in addition to those already mentioned. They are expected to,

1. build a resource room and

   a) coordinate use of materials and books

   b) establish a library of assessment instruments,

2. attend formal conferences for students, do the paperwork and write a brief educational plan for each child during the conference,

3. provide staff in-service for the entire staff, administrators or small groups,

4. attend their own in-service,

5. attend conferences and professional development sessions,

6. research new materials and approaches that are on the market and/or written by the Board,

7. interview parents with teachers,

8. work with academic consultants to implement new curricula and programs such as early identification or computers.

Factors That Reduce Success Rate of Classroom Programs

The Developmental Teachers agree with Barbara Van Doninck (1983) who states that if a teacher feels absolved of the responsibility for a child i.e. the resource teacher owns the problem, then the program is less than successful in the classroom.

Another factor influences the probability of success. Developmental Teachers have drawn up prescriptive programs, based on assessment and diagnosis[9], without input from the classroom teachers. Experiences in this Board support the position taken by Isaacs and Stennett (1979) who recommend that if plans are to work they must be developed <u>with</u> the teacher in order that they may mesh with the timetable, curriculum and teaching style. There is a reluctance to change especially if programs are designed without teacher involvement.

On the topic of resistance to change Goodwin Watson (1967) states that resistance will be reduced if the project has the wholehearted support of officials in the system. In this family of schools, if principals convey an attitude of support and an expectation for teachers to work with the Developmental Teachers, more student programs are successful in the homeroom. However, if teachers do not feel an obligation to work with the resource teachers, resistance increases. Teachers rarely refuse to cooperate or reject ideas put forward by the resource teachers. What does happen is that they just do not act upon the recommendations.

Classification of The Resource Room

The Ontario Ministry of Education allows the Developmental Teachers considerable freedom. They work with a wide range of students who may or may not be exceptional.

On the one hand, the resource room is an extension of the classroom. Consequently, the resource teachers may assess and teach children who are not formally identified. They do not need parental permission to observe and test children or to design a minor change in program. The speech/language pathologists also enjoy the priviledge of access to students without special permission. Regardless, courtesy and professional ethics require that parents or guardians be notified when a decision is made to work with individual students.

On the other hand, the Developmental Teachers are certificated special education teachers who may teach children formally identified by an Identification, Placement and Review Committee.[9]

Given the scope available for the teaching possibilities the resource room could fit two types of settings described by Wiederholt, Hammill and Brown (1978). As an extension of the classroom it is similar to the Non-Categorical Resource Room. But, when the Developmental Teacher provides instruction for students formally identified as exceptional, it is more like the Cross-Categorical Resource Room - a program that serves a cross section of exceptionalities.

SUMMARY

Although the role appears too great for any one person, the positions are respected, sought after and hard won by competent professionals.

Factors that afford continued success appear to be the leadership provided by the Director and Superintendent(s), implementation of the Andragogical model for in-service, support by special services staff, competence of the Developmental Teachers themselves, and an open system of communication.

Evidence of its success is witnessed by the rapid, continuous growth of the model and the provision of appropriate educational programs for children who have a wide range of difficulties in the schools of the Dufferin-Peel Board.

Footnotes

1. The Ontario Ministry of Education required every school board to submit a 5 year plan for implementation of legislation passed in December 1980.

2. Information reported in The Dufferin-Peel Plan, 1982.

3. In the Cascade system, Level 2 includes exceptional children in regular classes with or without supportive service; Level 3 refers to regular class attendance plus supplementary instructional services as described in Kirk and Gallagher (1979).

4. The family of schools is the key operational unit in this Board. There are 6 families.

5. The W6 model for in-service scheme that uses these categories - who (target group), what (content), by whom, which (format), when and where was designed by Crealock (1982).

6. Schools of 1000 meet weekly; smaller schools meet bi-weekly or once a month

7. The referral system has problems such as a) teachers being reluctant to refer students for any reason and b) teachers submitting the names of a heterogeneous group for remediation.

8. Developmental Teachers do educational assessments and group ability tests. They do not give intellectual or personality assessments.

9. The Identification, Placement and Review Committees have been legally constituted, as required by The Education Act RSO (1980), to formally identify students as exceptional, to place them in specified programs and to review them at least annually.

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